

# BUILDING A PARTNERSHIP MODEL TO IMPROVE SCHOOLS

Using a net of local and state supports and resources to help communities provide each student with the access and opportunity for a quality education

## GOAL

To improve student academic achievement by identifying schools in need of additional support, and drawing up a partnership agreement with the school and community partners to generate a plan for success.

## HOW IT WORKS

- The MDE will begin with the 10 districts that have the 38 low-achieving schools identified by the School Reform Office for possible closure.
- With multiple partners at the table—including local board members, the ISD, education organizations, tribal education councils, business, community members, parents, higher education organizations, foundations—identify a plan of supports and interventions that will improve student outcomes.
  - Academic outcomes are a primary focus.
  - Other whole child outcomes that can impede improved academics—like health, nutrition, behavior, social/emotional—also are addressed.
- The district has 90 days to conduct a comprehensive needs assessment, craft a plan, and have the local school board and superintendent, charter authorizers (if applicable), and the MDE sign off on this plan.
- Timelines:
  - 90 days to complete an agreed-to and signed plan
  - 18 months to show progress on intermediate measures identified
    - » Example: if part of the plan includes hiring a new principal at the school, a new principal should be hired by this point.
  - Three years to demonstrate improved academic outcomes, as well as improved child outcomes on other measures.
- If at any point in time, a district fails to meet benchmarks or implement the plan, the State Superintendent can signal that s/he would like to implement the next level of accountability.
- Consequences for failing to meet any of those recognized benchmarks will be spelled out in the plan that was agreed-to by the district.

## BENEFITS OF THE PARTNERSHIP MODEL

- Puts a broad spectrum of technical expertise and resources in the hands of the struggling school district, and allows local districts to use community and state-level support systems to drive improvement and self-accountability.
- Provides the districts with a fair amount of time to implement its plan and realize positive outcomes.
- The ultimate benefit would be to regenerate a struggling school to be one that helps students and teachers achieve at higher levels.